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ABSTRACT

Detailing program activities of the Specialized Services for American Indian Children and Youth Program in the Cleveland Public Schools during the final quarter and summer sessions of 1976, this report presents the following: (1) Procedures (use of a coordinator, aides, a clerk, and a full time tutor working in conjunction with a parent committee to plan and organize tutorial services, provide cultural activities, job referral assistance, and consultation services to teachers and students); (2) Objectives (improvement of school/home communications; provision of tutoring services for students desiring special academic assistance; provision of a cultural class program for Indian students; development and maintenance of an information file on post secondary vocational and educational programs; provision of a referral service to identify sources of financial aid for post secondary education); (3) Program Results (demonstration of the viability of the project; an increase over previous years in the number of students and parents contacted--a 50% representation of the total Indian community; a lack of professionalism among the project staff, including tardiness, disregard for correct office procedures, poor record keeping, and a general disregard for appointments); (4) Recommendations (16 specific recommendations with particular emphasis upon project administration and accountability). (JC)

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SPECIALIZED SERVICES FOR INDIAN CHILDREN AND YOUTH

Program Progress Report

Final Quarterly Report:
April 15 - July 30, 1976

Grant No. 0375A

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SPECIALIZED SERVICES FOR INDIAN
CHILDREN AND YOUTH

Program Progress Report
Cleveland Public Schools
Cleveland, Ohio 44114

Grant No. 0375A

Final Quarterly Report:
April 15 - July 30, 1976

I. INTRODUCTION

This report includes activities of both the regular final quarterly period (April 15 - June 30, 1976) and the subsequent summer extension (July 15 - June 30, 1976) for which approval was granted on June 17, 1976. Although the program was extended until August 30 the Cleveland Summer School Program ended on July 23 and this report, therefore, includes data through this date. The actual closing date for the project staff was July 30, the additional week being used for completion of records for final report preparation.

II. PROCEDURES AND OBJECTIVES

The project staff (coordinator, two aides, one clerk) operated out of office space in Orchard Elementary School as 4200 Bailey Avenue, Cleveland. In audition, one full-time tutor, with the cooperation of Cleveland State University, was employed to work with Indian students at Watterson-Lake Elementary School, 1422 West 74th Street, Cleveland. Watterson-Lake of all Cleveland elementary schools, has the largest enrollment of Indian pupils.

Working out of the Orchard office, the staff visited pupils at their schools and families at home. The visitations were geared to helping parents to understand (1) the program, (2) the need for children attending and participating in school activities, and (3) the role of parents in supporting the goals and objectives of the Specialized Services program. In addition, the parent conferences were used to promote attendance at the Specialized Services Parent Committee meetings and participation in Parent Committee activities.

The staff also planned and organized tutorial services for pupils with special needs at all levels, provided cultural activities, job referral assistance, consultation services to teachers of Indian students as well as to the students, and participated in a wide variety of other activities relevant to project goals.

A Parent Committee was organized and has functioned continuously since the inception of this project. This committee has continued to grow in its understanding of, and of its own role and responsibilities in, the overall operation of the project. The committee has met at least once each month for purposes of evaluating project activities and for making recommendations regarding outcomes and future plans.

The objectives for the 1975-76 project year were, in priority order:

1. Improve school/home communications such that school administrators and counselors will come to view this project as a valuable service to the school, the Indian pupil, and the Indian family. The achievement of this objective will be determined by administrator and counselor responses to a survey which will be compared to previous year responses to the same survey.

2. Provide tutoring services for those students who need, or who desire, special academic assistance. The attainment of this objective will be determined from project records which will include number of students tutored, number of tutors, amount of tutorial time, subject area (s), pre- and post- achievement levels, days enrolled, attendance.

3. Provide a cultural class program for Indian children. Project records will provide data to demonstrate the achievement of this objective. These records will show number of classes, attendance, and types of arts and crafts taught. Products of these classes may be made available to classroom teachers for instructional units about Indian culture. Project records will document this use.

4. Develop, maintain, and make available to secondary students a file of information relating to post-high school vocational and educational programs. Project records will document the types of materials available and the use made of such materials to assist students with their decision making.

5. Provide a referral service which will identify, for Indian students, sources of financial assistance which will enable them to remain in school or to pursue post-high school vocational or academic programs. Project records will demonstrate the achievement of this objective by providing such relevant data as numbers of students assisted and type of assistance.

III. RESULTS

Objective One. -- The achievement measure stated by this objective was not possible during the report year because of poor pre- and post- survey returns. Thus, valid comparisons were not possible.

Objective number one was:

1. Improve school/home communications such that school administrators and counselors will come to view this project as a valuable service to the school, the Indian pupil, and the Indian family. The achievement of this objective will be determined by administrator and counselor responses to a survey which will be compared to previous year responses to the same survey.

Although not attained according to the stated criterion, data relevant to this objective (Tables 1, 2, and 3) suggest that a high degree of effort was made to implement the objective activities. If these activities were successful then so, too, must have been the improvement of school/home communications.

Objective Number Two. -- This objective was achieved, as indicated by project records of enrollment, attendance, and amount of tutor time involved (Table 4). It was not possible to construct adequate pre-post measurement instruments for pupils being tutored because of the wide range of individual needs, lack of access to pupils academic records, and insufficient teacher time.

The objective was:

> 2. Provide tutoring services for those students who needs, or who desire, special academic assistance. The attainment of this objective will be determined for project records which will include number of students tutored, number of tutors, amount of tutorial time, subject area (s), pre- and post- achievement levels, days enrolled, attendance.

Objective Number Three. -- Cultural activities were implemented to the degree indicated by the objective, which was:

> 3. Provide a cultural class program for Indian children. Project records will provide data to demonstrate the achievement of this objective. These records will show number of classes, attendance, and types of arts and crafts taught. Products of these classes may be made available to classroom teachers for instructional units about Indian culture. Project records will document this use.

Project records indicate that no cultural activities were initiated during the first quarter, and one field trip was scheduled during the second. In addition, second quarter support was provided

TABLE 1

SCHOOL VISITATIONS
(September, 1975 - July, 1976)

Level and Report Period	Visits At Schools		
	No. of Schools Visited	No. of Pupils Visited	No. of Pupil Visits
Elementary			
First Quarter	30	61	61
Second Quarter	25	11	12
Third Quarter	29	37	44
Fourth Quarter	19	57	154
Summer	7	22	77
TOTAL	110 (30)*	188 (78)**	348
Junior High			
First Quarter	5	14	18
Second Quarter	6	27	33
Third Quarter	18	20	25
Fourth Quarter	18	26	64
Summer	3	5	19
TOTAL	50 (11)*	92 (29)**	159
Senior High			
First Quarter	3	3	8
Second Quarter	5	41	49
Third Quarter	7	13	26
Fourth Quarter	6	9	21
Summer	2	10	39
TOTAL	23 (4)*	76 (22)**	143

*Number of Different Schools
**Number of Different Pupils

TABLE 2

SUMMARY OF SCHOOL VISITS
September, 1975 - July, 1976

MONTH	Visits At Schools		
	No. of Schools Visited	No. of Pupils Visited	No. of Visits
September	26	65	72
October	12	13	15
November	18	22	26
December	13	21	30
January	15	54	58
February	10	21	26
March	15	35	49
April	3	7	12
May	18	56	36
June	11	26	13
July	7	22	27
TOTALS	148 (30)*	342 (78)**	364

*Number of Different Schools
**Number of Different Pupils

TABLE 3

FAMILY VISIT SUMMARY
September, 1975 - July, 1976

MONTH	Number of Families Visited	No. of Visits	Visits/ Family
September	20	35	1.5
October	16	42	2.6
November	19	29	1.5
December	7	11	1.6
January	7	18	2.6
February	21	45	2.1
March	13	19	1.5
April	25	34	1.4
May	6	11	1.8
June	10	11	1.1
July	13	21	1.6
TOTALS	157 (56)*	276 (25.1)*	1.8

*Number of Different Families Visited
**Family Visits Per Month

TABLE 4

TUTORIAL SERVICES
(September, 1975 - June, 1976)

	Report Period			
	First	Second	Third	Fourth
Number of Tutors	5	5	11	14
Number of Pupils	25	27	42	32
Pupils Per Tutor (Avg.)	5.0	5.4	3.8	2.3
Total Enrollment Days	87	69	270	145
Total Attendance Days	54	47	173	82
Average Days Attendance Per Pupil	1.6	1.5	1.6	1.8
Attendance Rate	62.1%	68.1%	64.0%	56.6%

for the on-going cultural development program at the Cleveland American Indian Center.

Third and fourth quarter cultural activities were implemented at a more than satisfactory level. These were:

Third Quarter. --

January 13 - Elementary school cultural assembly for over 200 students and adults.

February 6 - Book premiere at Cleveland American Indian Center: Native Americans 500 Years After by Joseph Farber and Michael Dorris. Fifteen students and ten adults.

February 25 - Heritage Studies Program. Materials available for use by Specialized Services. Five persons.

March 12 - Will Rogers, Jr. Lecture at Museum of Natural History. Fourteen adults and 16 students.

March 12 - Senior high school Nationalities Day Program, displaying Indian articles. Six costumed students. In attendance were over 500 students and about 100 adults.

March 15 - Indian display at Elementary school.

March 18 - Nationalities Night program at local elementary school. Indian display. Over 500 students and adults.

March 26 - Cultural lecture on present day conditions in urban and reservation settings. High school sociology class. Twenty-two students and two adults.

March 30 - April 1 - Participated in Educational Fair at Masonic Auditorium, assisted by ten students who presented a spotlight dance demonstration. Over 400 persons signed the Specialized Services guest book while over 4,000 persons were in attendance at the Fair.

April 1 - Presented a plaque to the Cleveland American Indian Center in recognition of services rendered to the project.

Fourth Quarter. --

April 9 - Seminar for instilling pride in culture, self, and work. For clientele of the Manpower Program and other interested young people and adults.

May 14 - Film showing at Manpower Center. Three films about young Sioux Indians.

June 9 - Awards banquet for tutors and pupils. Awards given for attendance and achievement.

Summer Session. --

July 9 - Picnic for summer school pupils.

July 10-11 - Children and staff took part in Indian Traditional camping program of Cleveland American Indian Center.

July 14 - Arranged with Cleveland Public Library for donation of books to cultural-education program.

July 23 - Picnic for porject parent and children.

Objective Number Four. -- This objective was to:

> 4. Develop, maintain, and make available to secondary students a file of information relating to post-high school vocational and educational programs. Project records will document the types of materials available and the use made of such materials to assist students with their decision making.

Although the project staff utilized several and diverse methods of providing information about post-high school vocational and educational programs, major emphasis was given to fulfilling the terms of objective number five. Thus, objective number four was not implemented.

Objective Number Five. -- The needs suggested by this objective were found to be more immediate than those of objective number four. Objective number five was:

> 5. Provide a referral service which will identify, for Indian students, sources of financial assistance which will enable them to remain in school or to pursue post-high school vocational or academic programs. Project records will demonstrate the achievement of this objective by providing such relevant data as numbers of students assisted and type of assistance.

This objective was achieved. Students were provided with a wide range of necessary services such as getting Social Security cards and work permits, adjustment transfers, and vocational interviews. Application aids and reminders about available jobs were provided. Scholarship information was made available on a continuing basis. Project records adequately identify students assisted and the type of assistance which was provided.

Parent Meetings. -- Although not part of an objective, parent meetings were held at least once per month. Table 5 summarizes Parent Committee meetings held during the project year.

TABLE 5

SUMMARY OF PARENT COMMITTEE MEETINGS
(September, 1975 - July, 1976)

Date	Location	Staff	Parents	Students	Others
September 17	Board of Education	3	2	0	4
October 1	Orchard School	3	2	0	3
November 12	American Indian Center	3	6	0	8
December 11	Orchard School	3	2	0	5
January 22	Orchard School	3	9	0	8
February 5	Orchard School	4	12	4	5
February 19	Orchard School	3	7	3	2
March 23	Orchard School	4	7	0	1
April 30	American Indian Center	4	30	6	4
May 26	Board of Education	0	6	0	2
June 9	American Indian Center	3	54	35	3
July 16	Orchard School	2	11	1	3

Miscellaneous Activities. -- Many other activities were recorded which could not be classified under any of the objectives. These include, among others, the following:

October 27-29, 1975 - Title IV Regional Conference: Buffalo, N.Y.

February 6, 1976 - Book Premiere: Native Americans 500 Years After, by Joseph Farber and Michael Dorris.

March 12, 1976 - Will Rogers, Jr. lecture, "Indian People."

March 18, 1976 - Nationalities Night, Orchard School

April 27, 1976 - D.P.P.F. Conference: Columbus, Ohio

May 5, 1976 - Aviation High School dedication.

IV. CONCLUSIONS AND RECOMMENDATIONS

Substantial improvement has been observed in this project during 1975-76 as compared to previous project years. The viability of the project has been demonstrated and increased acceptance by school administrators has been noted.

The number of pupils and parents contacted by the project staff continued to rise, and the number of pupils directly aided has apparently risen, as well. Nonetheless, the numbers contacted represent only about 50 percent of the actual Indian community.

Staff problems continued to occur. A lack of professionalism was, unfortunately, too easily apparent. Arriving late for work or not arriving at all, missing appointments, disregard for correct office procedures, and poor record keeping are among the more notable staff weaknesses which certainly have played a role in reducing project effectiveness. That the project has succeeded as well as it has can be attributed to extensive efforts of the Project Manager and the Cleveland Board of Education in directing the various activities. The Parent Committee, too, has become more forceful in its requests for improved staff productivity and concern, and has made efforts to secure more highly trained personnel for 1976-77.

The amount of project improvement notwithstanding, there are many aspects of this project which must be improved. The following recommendations are suggested as steps in that direction.

1. Administrators and counselors at school enrolling Indian children should be sent information survey forms during September and early May, with direct follow-up by the project manager to ensure a high rate of return.

2. Record-keeping systems should be studied and revised for more efficient use.

3. Project staff should keep records up-to-date at all times, and should be held accountable for accuracy and completeness.

4. Project staff should be held accountable for displaying a high degree of personal professionalism especially in punctuality and the reduction of absenteeism.

5. Project staff should be evaluated more than once each year so that skills needing improvement can be pointed out and emphasized.

6. The project manager should meet with each staff member at the beginning of the year to emphasize the job description for that position, relate the position to others on the staff, and to ensure that all responsibilities are completely understood.

7. The project manager and staff coordinator, working with the project evaluator, should develop a list of evaluation needs. The project manager should check monthly to ensure that these needs are being met.

8. A plan should be developed for meeting the needs of that 50 percent of the community not presently being served.

9. More emphasis should be placed on those activities specified in the project objectives, and less emphasis placed on those activities as "Miscellaneous."

10. The project staff coordinator should develop a weekly and daily work schedule to include office report time, time for visitations, meetings, and record up-dating. Adherence to the schedule should be supervised by the coordinator who will approve necessary deviations by program activities.

11. A youth Advisory Committee should be established. This committee would hold meetings prior to the Parent Committee meetings to forumlate plans of action and recommendations to be presented at the Parent Committee meeting.

12. There should be a joint meeting between the director of the Indian Center, and what staff he feels necessary, the project manager, and the advisor of the Specialized Services Program. The purpose of this meeting should be to discuss the needs of our youth and establish plans for programs that would meet these needs.

13. Special programs should be established cooperatively by the Center and Specialized Services, each program contributing to the cost and staff assignment for each program.

14. A tentative calendar should be planned for special programs to be sponsored throughout the year, including activities of Specialized Services and the American Indian Center.

15. A joint meeting of the board of directors of the Indian Center and parent committee of Specialized Services should be held in order to discuss and promote a mutual understanding of the objective purposes for the annual program.

16. Develop and implement a plan to meet the special and academic needs of secondary students.